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Embarc(ing) ON Student Instructions/Resources

Embarc

INTRODUCTION

Teacher Guide:
The teacher guide provides an overview of activities that can be used flexibly to create a learning environment and build community

Time Frame:
These activities can range from 1-2 days to quarter/yearly projects/procedures. Use a timeline and set up that will work well with your class(es)

Referenced Tools:
Jamboard
Google Drawings
Blendspace
Flipgrid

Purpose: This guide is a flexible resource for teachers to create a classroom environment that honors student voice, sets students up for success in their Embarc class and in their other digital spaces, and begins to build a community of care and trust. It is designed with the assumption that many teachers will be using Google Classroom, so the directions in the Student Directions Guide are written in a way that a teacher can make minor adjustments to copy and paste into a post. However, there is complete freedom to remix these ideas in whatever way you feel will be best for your community. There is no specific order that these activities need to occur, and it's not necessary to do every activity. Again, simply use it as a guide.

Also, these lessons are designed to be used by any high school aged student. We know many teachers are working together on grade level teams at this time and wanted everyone to be able to utilize these resources across your teams if that makes sense for you.

You should make a copy of all Google Docs, Forms, Jamboard, and Drawings to edit accordingly and have access to student responses.

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Setting the Scene

WHAT'S THAT ON YOUR BACK?

Article: How to Create a Great Learning Space

Using space to separate daily tasks and activities is known to increase productivity and ease stress. With more people working remotely and schools going online, it can be easy to blur the lines between rest, work, and play. Creating a work space in your home, or having work items that are easy to travel with can be a great way to encourage you to work efficiently when you are "on" and take a break when you are not.

After reading the article, answer the following:
What do you think will be important to have in your workspace? How will that motivate you? What does that say about your learning style?

Your Challenge:

The article should have helped you gather some ideas on what learning spaces can look like and begin to think around your own. Choose one of the following-

1. Create a background that will be seen as you are logging in to your classes virtually. This background should be something that is motivating for you, maybe shows some of your character, and is a meaningful part of your workspace. This can be a backdrop or you can arrange furniture (with permission, of course), carefully place specific items, or can be a picture you've chosen or created for a virtual background.
2. If you are unable to create a background or will need to work in other spaces, create a "travel workspace kit". Identify and snap a picture of 3-4 items that you will ensure you have when you go to your learning space. Think about how they will motivate you, represent who you are, and contribute to strong and meaningful work.

YOU'RE WEARING THAT AGAIN?

Yes, you are learning from home, and one of the things that may feel the best about this is the flexibility of what you wear and where you work from. However, getting dressed daily can help separate your days, motivate you, encourage creativity, and get you mentally prepared for your school day. Sometimes having a "go to" to eliminate the stress and annoyance of getting dressed, especially when you don't feel the need to.

Your Challenge:

What motivates and inspires you? Are you motivated by the same thing all of the time, or do different activities or tasks require different types of motivation?

How can you translate that into your "school uniform"? What is an article of clothing or style of clothing that will help you

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define your work time? This can be something as simple as putting on clean socks everyday, a specific hair accessory, or as elaborate as specific outfits that you will rotate throughout the week.

TWO FACED

In this online space, staying in professional mode is not only reserved for in person time. With email being a large form of communication and a potential for moments when you may have to turn your cameras off, it's important to make sure that all forms of representation are intentional and considered. This brings us to your email profile and signature.

Your Challenge:

Choose a profile picture to add to your gmail account. This will show in your contact info within gmail and also if you turn your camera off during a live session. Follow these steps to add a profile picture:

1. On your computer, open **Gmail**.
2. In the top right, tap your **profile picture**.
3. Tap **Manage** your Google Account.
4. On your Google Account page, tap **"Personal info."**
5. Under "Profile," tap your **current profile picture**.
6. Follow the on-screen prompts to choose or take a photo.
7. Tap **Set** Profile Photo.

Once you have selected a profile picture, it's time to create a signature. This will be at the end of all of your emails, eliminating the need for you to write your name. Instead you can simply end an email, "best" or "thank you". When creating your signature, be sure to have you first and last name. You can also include your school, grade level, any notable distinctions (i.e Drama Team Captain), and/or a quote that really speaks to you. You can add a GIF (that is appropriate), color, or different fonts when creating this. Follow these steps to create your signature:

1. Open **Gmail**.
2. At the top right, click Settings. See all settings.
3. Under "General," scroll to **"Signature"** and click the **signature** you want to edit.
4. Use the text box to make your **changes**. To change the signature name, click **Edit**.
5. At the bottom, click **Save Changes**.

Consider the following questions once you've chosen your image and created your signature:

- What did you choose and why? How does this image make you feel?
- How do you think others will perceive your choice?

I'LL PENCIL YOU IN...

It can feel empowering to take control of your schedule. Especially in times when it may feel like so many things are out of our control. In creating different spaces for work, rest, and fun, it's important to consider *when* you will use these spaces. Now is the time to do that! Setting an outline for how your week can look and following that can ensure that you are giving yourself time to be successful academically, working on projects/hobbies that bring you joy, allowing moments to connect with people you care about, and most importantly, giving yourself space for self-care.

Your Challenge:

- Look at a weekly calendar. You can do this using Google Calendar, a planner, or just create one on a piece of paper. If you are drawing your week out, make sure you have enough space to write in time blocks for various activities.
- Ok, now let's think around what you want your week to look like. Before committing to a schedule, it may be a good

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idea to track your activities for a week, taking note of how long you spend doing various things. You can keep track of this through a journal, your notes app, Google Docs, etc.

- Once you think you have an idea of how much time you are currently giving to people, things, and work, begin to lay out your week. Start with your school hours, since those are pretty fixed. Block out and label this time in your calendar. Now consider the following:
    - Homework time- time spent doing course work
    - Home chores/Family tasks- things that you must do around the house and/or for family
    - Hobbies/Interests/Extracurriculars- time spent doing things that bring you joy
    - Socialization- this includes time spent with others in person or on social media
    - Self Care- think about things that ground you here (i.e meditation, naps, skin care, exercise, journaling, etc.)
- When laying out your weekly schedule, be honest with yourself about how much time you typically devote to each category and be flexible about taking time away from things that don't serve your or your loved ones best, and giving more time to areas that do. Also think about any hobbies or activities you may want to pick up and look at your schedule to see where you can invest that time. *Make sure that you also leave some time black. DO NOT pack your week. Give yourself time for flexibility!*
- After you create your schedule, share it with the class, accountability team, or your teacher. It's also recommended to put it in a place that you can reference it easily- especially for the first month or two as a reminder.

Establishing Norms

DESIGNING THE SPACE

Just as restaurants have had to change their guidelines, professional sports have altered the way they compete, and travel has been flipped upside down, our Embarc class must go through a process of redefining what it will mean to us this year. This redefinition must be determined collectively to make sure everyone is able to benefit from, and will feel safe within the space we create.

1. We will use Jamboard to begin to get our ideas out and then determine some common themes around how this class will serve us. On our Jamboard, take 2 minutes to throw up post-its that answer each prompt. If someone puts up an idea that you had in your head, or that you agree with, put a check mark next to it. It's ok to think outside the box here, feel free to add pictures, drawings, or GIFS is words just don't feel like they are doing enough.
2. Now that we have a brain dump of excitement, desires, and questions, let's identify some common themes. Try to determine 3-4 common themes on each page. For our questions, let's look at these individually and see what answers and solutions we can come up with together. One of you can add notes to this page as we discuss.

Your Challenge:

With our themes, some answers, and maybe some wonderings, let's work to develop a mission statement for our Embarc class this year. Solid mission statements can be the following:

a. Simple
b. Compelling
c. Measurable
d. Continuously Relevant

With these components in mind, let's create a brief mission statement for our class this year.

AND/OR

Using our themes, what are some agreements that we can all aspire to uphold that will meet the needs of our class?

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How can we hold each other accountable to uphold these agreements?

3. *Reflection:* Why is it necessary to create a space that has a common mission, vision, or agreements? How can this serve us individually and collectively throughout the year? How can you begin to design spaces with other people or in other communities?

PROTECTING THE SPACE

Being online can require different behaviors than being in person to be successful, but many of these are based and rooted in social understandings that can be taken from our person-person interactions.

Now that we have this list, let's think about what is at the root of these positive behaviors. How do they add to the space? What are some ways we could translate this into online learning? In looking at the distracting behaviors, what is causing the distraction? How can we be sure that these behaviors are limited in our class?

Your Challenge:

Create no more than 5 norms for our virtual classroom space. This can include behaviors to uphold while live, through email, and/or through work.

KEEP THAT EMBARC ENERGY

Individual Activity

A major piece of Embarc that drives the experiences we have and how we process our class on a daily basis is our core values. They provide us with a common idea of areas that we can explore ourselves and ways to push one another. We will do a deep dive on these core values individually.

Your Challenge:

1. Check out the definitions of our core values (courage, drive, collaboration, change agent, and curiosity). Then choose one core value that speaks to a strength you recognize within yourself OR one that is an area you'd like to see yourself grow in throughout the year.
2. Create a virtual or physical representation of the core value you've chosen. If you choose to do a physical model, don't feel pressured to get new materials, try to get creative with what you may already have. If you choose to do a virtual model, check out Jamboard, Google Slides, Google Drawing, or another tool you may be familiar with.
3. These representations/models should demonstrate the definition of the value and where you see yourself within it.

Class Activity

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A major piece of Embarc that drives the experiences we have and how we process our class on a daily basis is our core values. They provide us with a common idea of areas that we can explore ourselves and ways to push one another. Together we will create a collaborative virtual poster for each core value using Jamboard.

Your Challenge:

1. Each core value and its definition has its own slide. For each core value, add images, post-its (can have words, ideas, quotes, etc.), GIFs, and/or drawings.
2. Screenshot the "poster" that speaks the most to you. If possible, make it the background on your computer or phone, print it out, or write down your biggest takeaways from it. Place it somewhere that you can reference it as a reminder and/or motivator.

Reflection:

1. Which core value do you see as a strength? What images/words/gifs speak to this?
2. Which core value do you see the most opportunity for growth? What images/words/gifs speak to this?
3. Does a particular core value seem to have more attention from the class than others? Less attention? What does this say about our class?

Creating Accountability Crews

SELECTING YOUR ACCOUNTABILITY CREW

The beauty of working virtually is that there is more flexibility with time. The horror of working virtually is also that there is more flexibility of time. Let's make sure we are using this flexibility to our benefit. While you may not have as much interaction with your teachers, this is an excellent time to begin to lean on one another. Not only can working with one another help you stay focused and meet your goals, it is a great skill to practice for postsecondary success. Study groups in college and project teams in the workforce are common and contributing to those teams can ensure success for everyone involved. So, we will create "Accountability Crews" in our Embarc class. Keep in mind that these groups can work together to meet goals within and outside of Embarc.

Your Challenge:

Creating SMART Goals:

1. Before you can be held accountable, you must first create some goals. Three goals are recommended: One academic, one personal, and one social/hobby based. These goals should be SMART (specific, measurable, attainable, relevant, and time-bound).
2. Try to avoid things like "I will do all my work" and "I will talk to friends everyday". Instead, really think through it. For example, "I will work on the courage core value by trying a new hobby and sharing my progress weekly for a month".
3. Bonus points if you can include the Embarc Core Values into your goals!

Checking In Protocol:

1. Once you have gotten your crew, determine how frequently you all will have check-ins. At least once every two weeks should be the minimum. Think about a set day you all can connect, such as the first and third Thursday of every month.
2. Create a gmail group with your group members and teacher. Decide if you will have one group member initiate the check-ins or if you will rotate (think through what that rotation would look like).
    a. Visit Google Contacts.

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b. Click “Contacts”, “Frequently contacted”, or “Directory”.
c. Select the contacts you want to include in your **group**.
d. Choose the “Label” icon and press “**Create** Label”.
e. Name your label and type your **group's** name in the recipients box to send an email to them.

3. During your check-ins, address the following questions:
    a. What goals have you made progress on/struggled with this week?
    b. What has been a highlight since our last check-in?
    c. What do you need support with?

Connecting Back:

1. You will meet as a team with your teacher for 10-15 minutes monthly to discuss your team and individual goal progress. To set these meetings up, someone from your group will need to create a calendar invite for the team and your teacher. Be sure to add video conferencing and send the invite to everyone.
    a. Click Create .
    b. Add your event details (day and time) and guests.
    c. Click Add Google Meet Conferencing.
    d. Click Save and Send invites.
2. Try to keep these meetings consistent, if possible.

Pro-Tip: *You can set up many of these items in advance. Someone from the team can choose to create the check-in emails and schedule them to go out at a later date by clicking the arrow next to the **send** button, clicking **schedule send**, and choosing the date/time to send it.*

Likewise, someone from your group can create your calendar invites for your teacher meetings in advance. Split up these tasks if possible! Everyone in the crew is accountable!

Hit the Ground Running

SET THE TONE
CLOSED MOUTHS DON’T GET FED

Self-advocacy is a major key to success. A big piece of this is identifying and communicating your needs. give your teacher some insight into how you are feeling and your set up for remote learning. Vulnerability is hard, but often brings great reward, so challenge yourself to be open.

WEEKLY COMMUNITY CONNECTOR

Once you decide which type of connector you’d like to use, choose an appropriate prompt to present it to your students. This is not something you can copy and paste into Google Classroom.
With students, determine a day for weekly (or biweekly) community connector. These can be posted as a Question. Students should respond via comment section or shared doc/slide. Ideas:

- Riddles
- Brain Teasers
- Trivia

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- GIF/meme wars (can choose image or do a “caption this”)
- Prompts (questions, “show and tell”, Buzzfeed quizzes, etc.)

Tip- create these and schedule them in advance so that it doesn’t become a weekly burden

15 MIN STUDENT LED DISCUSSIONS

Attachments:

This class is an open space for us to engage in various conversations of interest. So you will get to lead some of these discussions! All of you are experts or researchers or a variety of topics, so let’s chat! Indicate a topic you'd like to have a discussion about and indicate whether or not you would be willing to lead the conversation.

Reflection

Working on a common problem and stepping up/falling back is key to all great teamwork and successful community spaces. Today, we will practice these skills through a virtual escape room. We may not be able to all be in a room together, but we will collaborate today to solve clues that will move us along this experience!

Reflection:

1. In what ways did we work well together today?
2. Where do we have space to work on our collaboration or leadership skills?
3. Where did you shine individually? Where could you grow individually?

Exploring Commonalities

SHARED INTEREST GROUPS

Attachments: Group Doc

In addition to providing and support and accountability, small groups and partners can help us feel seen. Many of us don’t always have a chance to share things that interest us in the school setting, but virtually we have more opportunity to explore! Take a few moments to think about something or things that interest you. What do you get lost in? What brings you joy? This can include sports (specify sport, team, or player), fashion, art, poetry, reality TV (specify show), makeup, or a genre of literature or film (i.e mystery, drama, romance). Comment below to see if there are any shared interests.

Once you have identified peers with common interests, keep the conversation going! Choose one person in your shared interest group to fill out this Google Doc. I will help you set up a space for you all to continue your discussions!

Creating a Classroom Quilt

THIS IS THE STORY THAT NEVER ENDS...

Everyone has a unique perspective that allows them to observe and operate within the world in their own way. However, often we allow the perspectives of others to shape the stories that we create and live out. What would a story, composed of

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completely individual perspectives look like? What fun could that be? What drama could ensue? Let's find out! I'll start a story and in the comment section, you will continue it. Read what the person before you has stated and decide what will happen next. Once everyone has contributed, I will ask one person to volunteer to read us the masterpiece we've created in their most dramatic fashion. I'll start…

Reflection:

1. How do you feel about the story we created? What do you think it says about our class?
2. What was it like having the freedom to think outside of the box when creating this story?
3. How can this practice translate to the stories you are creating in your own life?

PASSION SHARE

Heard of show and tell? Imagine that, but with passion! We will create a 2-3 minute video or a 5 slide (maximum) Powerpoint to share something you are passionate about or a hobby. As you work on your presentation, consider the following:

- Are you sharing a passion or a hobby? A passion could be a cause you are interested in, something you research a lot, or something that gets you excited to talk about. A hobby can be something you enjoy doing, a skill you have been building (or want to build), or an activity that you do frequently.
- How long has this been your passion and how often do you engage in it?
- What about this passion or hobby brings you joy?
- Do you have any examples of you in action?

Reflection:

1. How did you feel sharing something you are passionate about?
2. In what ways can communities come closer by having the people within them share things that bring them joy?

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